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ABSTRACT

A study examined whether a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores. Thirty fifth-grade students from an elementary school in Santee, California were instructed in four 3-week blocks alternating a traditional instructional method with a literature-enhanced method. The chapter test was given at the end of each time block. Test scores were compared using t-tests. The observed t-value was 8 and the level of significance $p<.01$; therefore, the means were found to be significantly different and the null hypothesis was rejected. Analysis of student surveys and journal entries revealed slight improvement in attitude towards social studies. Approximately half the students felt that studying social studies and reading books on the subject was "too much social studies." (Contains 7 tables of data and 36 references. Sample chapter tests are appended, along with test score data.) (Author/BT)

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ED 461 582

Literature-Enhanced Social Studies: Impact on Mastery of Grade Level Competencies in the Santee School District

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In partial fulfillment

of the time requirement for the

Degree of Master

in Education

Dr. Nancy Farnan

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by

James L. Williams

Summer 1998

SO 029 939

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Abstract

The purpose of the study was to determine if a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores. Thirty fifth grade students were instructed in four three-week blocks, alternating a traditional instructional method with a literature-enhanced method.

The chapter test was given at the end of each time block. Test scores were compared using t-tests. The observed t-value was 8 and the level of significance $p < .01$; therefore, the means were found to be significantly different and the null hypotheses was rejected. Analysis of student surveys and journal entries revealed slight improvement in attitude towards social studies. Approximately half the students felt that studying social studies and reading books on the subject was "too much social studies."

Table of Contents

Chapter 1 Statement of the Problem 6

Introduction 6

Chapter 2 Review of the Literature 8

Rationale 8

Goals of the Social Studies 10

Content Literacy 11

Critical Reading and Thinking 12

Instructional Methodology 13

Cooperative Learning 17

Assessment 18

Chapter 3 Research Methods 20

Methodology 20

Data Analysis 27

Chapter 4 Results 29

Chapter Tests 29

Student Surveys 30

Journals 37

Chapter 5 Results and Conclusions 44

Test Results 44

Surveys 44

Journals 45

Summary 47

Recommendations for Further Study 47

References 50

Appendices 54

Appendix A Chapter Test: A Nation of Many Peoples 54

Appendix B Chapter Test: The Age of Exploration 58

Appendix C: Chapter Test: Crisis With Britain 62

Appendix D: Chapter Test: War Breaks Out 66

Appendix E: Grade Level Expectancies, Fifth Grade 70

Appendix F: Survey 71

Appendix G: Test Scores 72

Appendix H: Test 1 Data 73

Appendix I: Test 2 Data 74

Appendix J: Test 3 Data 75

Appendix K: Test 4 Data 76

Appendix L: Social Studies Preference Ranking 77

Appendix M: Survey Statement Results 78

Appendix N: Letter Grades 80

Appendix O: Reading Selections 81

Chapter 1

Introduction

"One reason students have difficulty reading to learn is that they have had little practice doing it" (Armbruster, 1991, p.324). Armbruster further asserted that elementary children depend more on teacher's oral presentation than on reading and the little reading they do in content areas is done in a traditional textbook. Although reading in the content areas, i.e., science, social studies, mathematics, etc., has long been a topic of interest and concern to teachers, it was not until the mid 1980s that research articles addressed this issue (Armbruster, 1992). With a great deal of research data available in the intervening years, we can more readily examine what is being used successfully in classrooms all over the United States.

The prevalent methodology revealed by this research study was literature-based instruction. In evaluating literature to be used in their studies, some researchers found that literature could entirely supplant the textbook, and their findings are based on instruction without use of the textbook. A few researchers used literature to enhance textbook-based instruction. The preponderance of empirical assessment data comes from studies of literature-based instruction without the use of the textbook.

Practical procedures and methods now available in the literature provide classroom teachers with the required tools to pursue literature-based strategies in their own classrooms. Teachers and researchers tend to investigate literature-based instruction in order to increase acquisition of knowledge based on raised test scores, improve students' attitudes, and simply vary their teaching techniques. Most teachers rely on "tips" from colleagues and textbook suggestions to implement the use of

literature in their curriculum Teachers who are also researchers have access to a much wider range of studies and results as well as practical methodology.

Guzzetti, Kowalinski, and McGowan (1992) have shown that students' abilities to comprehend are increased by adding trade books to the social studies curriculum. These "real books" provide "a relevant, interesting, and intellectually provocative way for students to acquire new attitudes toward and understanding of the world around them" (p. 115).

This tends to ring true on both emotional and intellectual levels, yet administrators, teachers, and parents must necessarily look beyond classroom activities to assessment. Social studies instruction in the Santee School District is based on the state adopted Houghton Mifflin text. In the fifth grade, that text is America Will Be (1991). Use of the text is required by local school board policies. As a result of being taught from that text and participating in related activities, students are expected to pass tests (Appendices A-D), thereby meeting certain grade level expectancies (Appendix E). Whether or not a student meets these expectancies is rather loosely determined by a combination of unit test results, class work, and teacher observation. In my school district, ancillary activities to augment the required text are encouraged, but must produce measurable results if they are to have credibility. The research question that guides this research is as follows:

What impact does literature-enhanced social studies instruction in fifth grade have on mastery of grade level expectancies? The research is quasi-experimental and attempts to analyze whether using literature to augment textbook instruction in social studies improves mastery of grade level expectancies as evidenced by test scores.

Chapter 2

Review of the Literature

Many articles on literature-based instruction have been published in recent years. Several provide the rationale for such an approach; others offer specific curriculums complete with lesson plans and suggestions for implementation. No research has been conducted with fifth grade social studies and the effect of a literature-enhanced focus on mastery of grade level expectancies in the Santee School District. The purpose of this research is to determine whether using literature to enhance textbook instruction in social studies results in a higher degree of mastery of grade level expectancies as evidenced by higher test scores than students receiving instruction with no literature enhancement.

Rationale

"Social studies instruction should be one of the most interesting and relevant instructional areas in the elementary school program. Unfortunately, the reverse is more likely to be true" (Towrey, 1991, p.277). Twenty years ago, Durkin (1978) found that teaching in the content areas tended to consist of reading in turn followed by teacher led assessment of the material read. Ten years later, Sewall (1988) described social studies as dull, disjointed, and sanitized, lacking message or meaning. Hurd (1970) further criticized textbooks for being too densely packed with concepts. Such criticisms led to the studies of the integration of literature into the curriculum as a means to improve student understanding and attitude.

Jarolimek (1991) asserted that exposure to good literature is an important part of the educational process. According to Martorella (1985), the variety of books

available to the classroom teacher allows for the presentation of new concepts to children in a familiar context for easier understanding and presentation of old concepts in new and interesting ways.

Jones (1994) speaks to the quality of trade books over textbooks:

> Researchers and writers generally seem to think that children's books exhibit a better literary quality than textbooks. This enhanced quality causes the reader to become more readily engaged and be more apt to sustain such engagement. The potential results are better comprehension, greater interest, and an improved attitude toward the books and the content area in general (p. 86).

Armbruster (1991) listed three important advantages of using trade books in the content areas:

> First, there are countless high quality trade books from which to choose. These books have prose that is generally clear and engaging, and the content has a richness and depth that is often missing in textbooks. Second, trade books may be the best means available to provide for individual student differences. A variety of trade books ensures that more able readers will be challenged, while less able readers will still be able to find reading material appropriate for their levels. A variety of trade books can also help accommodate different backgrounds and interests in relation to the subject matter. Finally, the generally high interest value of trade books can help motivate children to learn the content as well as to read (p.324).

Most researchers have conducted studies in which textbooks have been

entirely supplanted by trade books. Others (Morrow, 1992), combining literature-based instruction with traditional instruction, found the results to be "more powerful than traditional instruction alone" (p. 273). Dickson (1995) saw science, social studies, and math as "excellent subject areas to incorporate reading literature" (p.191). Huck (1977) singled out social studies as a content area ripe for literature enhancement.

> We cannot take students on a field trip into the past, but we can recreate a sense of history so powerful that students enter imaginatively into the past and explore the conflicts, suffering, joys and despair of those who lived before us (p.469).

Specifically, Freeman and Levstik (1988) claimed that,

> historical fiction can be used as a source of historical data, as supplementary reading, as reference material for additional study, and as an introduction to a unit or lesson. It can also provide teachers with background for their own teaching, literature for an individualized reading program, and motivation for students who are disenchanted with textbook history. More than any of these, however, historical fiction connects students with the human implications of historical events, providing young readers with the seeds for later, more mature historical understanding (p.332).

Goals of the Social Studies

Freeman and Levstik (1988) found that historical fiction supports several goals of the social studies. They used Jarolimek's (1977) discussion of the goals of social studies as a guide and found that historical fiction supports the following goals: "learning about the world, its people, and their cultures; learning about the settlement,

growth, history, and development of the United States" (p. 5). Historical fiction can be used to facilitate many social studies skills: "detecting author bias; distinguishing between fact and opinion; sensing cause and effect relationships, comparing and contrasting differing points of view; and recognizing the value components in decision making" (Jarolimek, 1977, pp. 7-8). Freeman and Levstik (1988) therefore concluded that historical fiction can be "an important resource in the social studies curriculum" (p. 330).

Content Literacy

McKenna and Robinson (1990) differentiated between content literacy and content knowledge. Although they concede it is possible to acquire knowledge of content without reading or writing, they state that "the more knowledge one possesses, the more knowledge will facilitate reading and writing" which will then lead to "the integration of more knowledge" (p. 185).

Along these same lines, Lauritzen and Jaeger (1996) cited the importance of engaging children in

> "thinking creatively about important, worthwhile concepts and ideas . . . contexts that tap into what is familiar to us, whether it is concrete or emotional, and move us beyond our present state. They [contexts] give us the opportunity to be self-sustaining, self-directed learners who are intensely engaged in finding out" (p.405).

Hoffman (1997) asserted that "knowledge, information, communication and power relationships are tied together in real world literacy" (p. 109). He further maintained we must encourage students to use multiple texts which give them different

perspectives on the same issue.

Finally, McKenna and Robinson (1990) wrote that "students who have been afforded opportunities to become content literate will be better able to use content literacy as a means of extending their knowledge of a discipline even after they have completed a given course" (p. 186).

Critical Reading and Thinking

Richardson and Morgan (1990) stated that "The most effective thinking and learning occurs when critical reading is encouraged" (p. 11). They further reported that students have not had sufficient practice in critical thinking, having been taught to be "regurgitators of information rather than thinkers, responders, and problem solvers" (p. 12). As a result, Carson, Chase, Gibson, and Hargrove (1992) found that when students encounter tasks that require them to synthesize information or apply concepts to new situations, they become lost and frustrated.

Addressing this issue, Hoffman and Kennedy (1997) found the use of literature in the classroom encouraged critical thinking. Basing their work on previous research by Raphael, McMahon, Goatley, Bentley, Boyd, Pardo, and Woodman (1992), they took the middle ground between a teacher read-aloud in a story time context (Roser, Hoffman, and Farest, 1990) and the highly self-directed reading experiences of reader's workshop (Atwell, 1987). They spent a year working in one classroom, introducing the book club model first as a part of the reading program and later expanding into the social studies curriculum.

Critical reading and thinking requires students to wrestle with what Kornfeld (1994) called the "complexities of history" (p. 283). He asserted that "discovering

multiple perspectives makes history more problematic; something akin to looking at the world through a kaleidoscope: the viewer sees a multiplicity of images that don't seem to blend together. Studying history this way can be messy and confusing" (p. 283). As Moses (1991) writes, however, "Storm and stress are not signs of incompetence, but of life and intelligence" (p. 85).

One means for measuring critical thinking and reading skills, reader-response logs, is found in Kelly and Farnan (1991). In their research, students used reader-response prompts as a basis for journal writing and classroom discussions about literature used in the classroom. In June, a non-reader-response prompt, "Tell me about your book," was given in order to allow for a comparison of response patterns from a non-response prompt to those collected throughout the year using reader-response prompts. Analysis of the logs revealed that 88% of the students responding to reader-response prompts engaged in critical thinking "beyond the literal and concrete" (p. 281). Kelly and Farnan (1991) concluded that ability to "engage with text at levels of analysis and elaborated evaluations" (p. 282), i.e., critically read and think, is a function not of age, but of instruction.

Instructional Methodology

The manner in which trade books are used in the curriculum is crucial. According to Towrey (1991), "an instructional strategy using classical literature as the basic reading for a social studies unit with the text and other trade books used as supplementary reading offers a model of instruction" (277). Using historical fiction in the classroom can be both intriguing to children and "can provide kaleidoscope images of the world in all its intricacies" (Kornfeld, 1994, p. 281).

Lamme (1994) admitted that books sometimes serve as mere frills, used for entertainment purposes, but teachers bear the responsibility of exploring ways to use books in the curriculum to fit into a theme. A truly literature-based social studies program goes beyond reading trade books to the class. Lamme concluded that "it must link literature with life" (p.159). Recognizing the importance of that link, Freeman and Levstik (1988) found that using literature "recreates a sense of time and place that often elude elementary children as they study the past" (p. 329). They further asserted that merely assigning a piece of historical fiction is insufficient. "First students should be challenged to discuss historical fiction as a literary entity. Second, discussion of historical fiction as literature should include analyzing the story as a historical recreation" (p. 330).

Towrey (1991) offered five guidelines for the teacher to follow while developing a unit:

> First, the book(s) and/or materials used must be of literature value, and have a wide appeal for the diverse population of the typical classroom. Second, the class should have fun while sharing the literature. Third, the main selection should relate to a wide aspect of the social studies curriculum. Fourth, students should have practice differentiating between truth and fiction. Fifth, other trade books on related topics should be included for supplemental reading and as research sources (p.280).

Guzzetti, Kowalinski, and McGowan (1992) designed their unit by first selecting a theme. They then gathered related and appealing books, both fiction and nonfiction. They next compared their district's objectives for reading and social studies to the

content of their selections. They discovered they could use trade books to supplant the textbook and still accomplish the district's goals. They assessed the 6th grade students' prior knowledge of their theme (China), asking them in brainstorming fashion to tell all they knew. Results were used to structure the unit's direction and focus. A narrative book that met their needs was read aloud 10-15 minutes each day with discussion following. Inevitably, students began to question where specific places were located. They were assisted in finding books to answer this and other questions that arose. Student-made maps, think sheets, question/answer books, bookmarks, and timelines were all used. Students then went on to select books to read on their own and were asked to construct either a paradigm or a character chart. Assessment followed.

To create the literature-based instruction as a delivery system, Raphael, McMahon, Goatley, Bentley, Boyd, Pardo, and Woodman (1992) began a Book Club program in a fifth and a fourth/fifth grade classroom. Their descriptions of Book Club components provide the framework for a literature-based program. These components were reading, writing, discussion, and instruction. Reading was the central component since it was "essential to engage in later discussion about a reading selection" (p. 56). The teachers provided different reading opportunities based on the difficulty of the selection, amount of student background knowledge, and amount of support the student needed. Opportunities included silent reading, partner reading, choral reading, oral reading/listening and reading at home. Writing was a second component and was accomplished through reading logs

used with blank pages for representing ideas through pictures, charts, and

> maps, and lined pages for writing reflections about elements such as story events and characters, interesting language used by the author, favorite dialogue, and so forth (p. 56).

In discussion, students shared written responses from their reading logs, using them as starting points for broader discussions. The fourth component, instruction, focused on what and how to share. Instruction modeled general interactions and how to work in a cooperative learning setting.

Other researchers, however, have reported methodology in a more "step by step" manner. Hoffman and Kennedy (1997) acknowledged there are many different approaches to using Book Clubs and offer a clear, instructional narrative featuring oral reading, Book Club reading, Book Club reading of different (but thematically related) books, response journals, Language Charts, oral discussion, silent reading, and teaching students how to manage their own reading. Their model is a clear opportunity for "bridging the social studies and reading curriculum into a more thematic and inquiry-oriented teaching philosophy" (p. 89).

Norton (1993) reported the results of her work in an institute funded by the National Geographic Society exploring "increased interactions among reading, literature and geography" (p. 610). She described how to help children develop understanding of the five fundamental themes in geography (location, place, relationships, movement, regions) through analysis of four books that illustrate different points of view related to the Columbus expeditions. In addition to providing detailed discussion charts of the five themes as they relate to each of the books, Norton included a bibliography of other books appropriate for lower elementary,

middle elementary, and upper elementary/middle school students.

Cooperative Learning

Cooperative learning is an integral part of most methodologies featuring literature-based instruction. Simply assigning literature selections for students to read does not automatically result in students making connections between literature and textbook information. Freeman and Levstik (1988) asserted that "simply assigning a piece of historical fiction is not sufficient to encourage the kind of thinking that is a goal of social studies" (p. 330). According to Sanacore (1990), reading literature in social studies requires sharing insights in small groups. "Sharing insights takes on special meaning because social interaction is as necessary in the classroom as it is the cafeteria and at home" (p. 415). Not all students have experience in cooperative learning. Swafford (1995) reported that those who do frequently characterize the experiences as ones in which group members do not share the work and a few end up doing it alone. She found that "students often become frustrated with group work when they do not know how to persuade an underparticipant or a nonparticipant to get involved" (p. 627). She therefore advocated adding cooperative learning to the content of her literature-based instruction. By developing a set of three cases featuring an underparticipant, an overparticipant, and a nonparticipant, Swafford created role playing simulations with which students could easily identify. The underparticipant is the student who contributes little to the group discussion and work. The overparticipant is the student who tends to take over the group, not permitting other participants to contribute. The nonparticipant is the student who refuses to contribute to the group's efforts and even exhibits behavior that tends to disrupt the group. She

found that when this cooperative learning model is used, learning is enhanced, social interaction promotes learning, students' attitudes towards cooperative learning are positive, and students "take their individual involvement seriously and evaluate their personal participation. When individual accountability and group processing are built into group work, students recognize the importance of personal contributions to group work" (p. 631).

Vygotsky (1978) cited peer interaction as a valuable part of classroom learning. According to Cohen (1994), "research supports the use of cooperative learning to enhance the development of higher order thinking and increase learning. Wood (1992) shared this opinion in her research on cooperative learning, in which she cited the need to "(a) engage students in classroom strategies, (b) encourage teamwork, (c) encourage discussion, and (d) require writing as actions vital to learning. Coupling collaborative activities with reading and writing further increases the potential for learning" (p. 96).

Assessment

Studies in which literature is used to supplant the textbook tend to report positive assessment results. Jones, Coombs, and McKinney's studies (1994) indicated that the use of children's books was significantly more effective than the use of the textbook. Findings from the work of Guzzetti, Kowalinski, and McGowan (1992) offered some empirical support for a literature-based approach to social studies instruction. "It appears that students can acquire more concepts and a greater understanding of those concepts through literature and literature-based instruction than through a traditional approach" (p. 121).

No results were found for literature-based social studies instruction in which literature was used to enhance rather than supplant textbook instruction. Such studies by Freeman and Levstik (1988), Towrey (1991), Sewall (1988), Norton (1993), Hoffman and Kennedy, et. al., (1997) recognized the social studies teacher's inherent recognition of the importance of using literature with the textbook, but reported no assessment results. Teachers regularly implement techniques and methodologies because they inherently seem to be the "responsible" or "creative" paths to take. It may be argued that more than offering students more opportunities to read, enhancing social studies with literature obviously presents history in a less isolated context. However, little or no evidence exists to demonstrate a correlation between this enhancement and student achievement. The purpose of this study was to determine if a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores.

Chapter 3

Research Methods

The purpose of this study was to determine if a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores. Thirty fifth grade students from a classroom in an elementary school in Santee, a suburb of San Diego, California, participated in the study. Children in the school were primarily Anglo-American and there were few students from low income families.

Methodology

Students studied four chapters in the fifth grade social studies text, America Will Be. (Armento, Nash, Salter, and Wixson. eds., 1991). The first and third chapters studied were taught using a traditional textbook approach with no literature enhancement. The second and fourth chapters studied were taught using a literature-enhanced instructional approach. Each chapter took three weeks to complete including administration of the chapter test.

Students first studied the chapter "A Nation of Many Peoples." This chapter includes the following lessons:

A Tale of One City (New Orleans)

A Land of Immigrants

A Country of Many Cultures

Methodology was based on writing and discussion activities suggested in the teacher's edition and assigned textbook reading with questions from the student text assigned at the end of each lesson. One such writing and discussion activity was to

respond in writing to: "A pluralistic society is like a stew" (Armento, Nash, Salter, and Wixson, eds., 1991, p. 8). Small group discussions followed. A typical question from the end of a lesson was, "How did the location of New Orleans lead to its becoming a pluralistic culture?" (Armento, Nash, Salter, and Wixson, eds, 1991, p. 8).

Students also responded in journals to prompts, such as:

- Of the foods mentioned in lesson 1, which one would you like to try and why?
- If you could be from another country, which one would you like to be from and why?
- What is the longest trip you've ever taken?

Class discussion of journal responses took place the next day.

At the end of the chapter, the textbook chapter test was administered (Appendix A). The objective question section was closed book; the essay question section was open book and students were permitted to use all books, notes and related materials.

Before beginning the next chapter, "The Age of Exploration," students role played cooperative learning scenarios based on Swafford (1995). Each of three groups was assigned a scenario in which one of the students played the part of a student who detracts from successful cooperative learning. One group had a student who was quiet and inexperienced, an underparticipant Another group had a student who played the part of the domineering overparticipant. The third group had a student who played the part of the nonparticipant who is uncooperative, overcommitted to other tasks, or uncommitted to the task at hand. The teacher met with the three role playing students in advance to brief them on how to behave in their group. Students referred to their previous journal entries on a pluralistic society being like a stew and

referred to their previous journal entries on a pluralistic society being like a stew and held a brief discussion in front of the rest of the class. After each discussion, the class explored possible solutions for the participation problems portrayed by each role playing student.

Six books were then assigned to six groups of students:

Barbara Brenner's If You Were There in 1492 (1991) which focuses on the culture and civilization of 15th century Europe.

Pam Conrad's Pedro's Journal (1991), the fictionalized account of Columbus' journey told from the perspective of a cabin boy.

Jean Fritz's Where Do You Think You're Going, Christopher Columbus? (1980), a very readable and entertaining account of Columbus' voyages.

Norman H. Finkelstein's The Other 1492: Jewish Settlement in the New World (1989), which traces the expulsion of Jews from Spain in 1492 and their later immigration to the New World.

Olga Litowinsky's The High Voyage (1977), an action-packed fictional account of Columbus' last voyage told from the viewpoint of his teenage son, Fernando.

J. Yolen's Encounter (1992) in which Columbus' arrival in the Caribbean is told from the viewpoint of the Taino tribe.

On the first day, the teacher read aloud a portion of the first chapter of each

book. Using name cards, the teacher called on each student to select a book group. Records were kept in order to guarantee last choice students first choice at the next book selection opportunity. A student Orator for each group was assigned who finished reading the first chapter aloud as the students in each group followed along. Following Hoffman and Kennedy's (1997) and Kelly and Farnan's (1991) models, student wrote regularly in their social studies journals, responding to prompts selected by the teacher from Kelly and Farnan (1991):

1) What character was your favorite? Why?

2) What character did you dislike? Why?

3) Are you like any character in the study? Explain.

4) If you could be any character in the story, who would it be?

5) Does anything in this work remind you of your own life or something that happened to you?

6) Do you like the story? Why or why not?

7) Do you think this is the best title for this story? Explain.

8) Would you change the ending of this story in any way? Why?

9) What kind of person do you think the author is? Why do you say this?

10) How do you respond to the story so far?

11) Do you share any of the feelings of the characters in the story? Explain.

12) Would you like to read anything else by this author? Explain.

13) What do you feel is the most important word, phrase,

paragraph in the story? Explain why it is important.

14) If you were a teacher, would you want your students to read this story? Why or why not?

15) What was your first reaction to this story? Describe or explain it briefly.

16) How does the story make you feel? Explain (p.284).

Students met in groups later that day to come up with an Observation, a Wondering, and a Connection. These were placed by each group's Scribe on a Language Chart for class discussion. Groups also began to generate charts of the five geographic themes (location, place, relationships, movement, regions) cited by Norton (1993). Students began to fill in information under each theme heading from the literature selections and the textbook. Under the location heading, students filled in whatever information was available and applicable so far concerning where the story took place and why it took place there. Under the place heading, students filled in whatever information was available and applicable so far concerning what the physical features were and the characteristics of the people. Under the relationship heading, students filled in whatever information was available and applicable so far concerning cultural and physical interactions, primary use of the land, how people have altered the environment, and where the people lived. Under the movement heading, students filled in whatever information was available and applicable so far concerning how the movement of people, places, ideas, and materials were accomplished and the consequences of those movements. Under the regions heading, students filled in whatever information was available and applicable so far

concerning major languages, vegetation regions, political divisions, ands how the regions formed and/or changed. The group then began to read the next chapter/ section, reading silently or with a buddy. For homework that night, the students were asked to finish reading the assigned chapter/section and to finish responding to their reader-response prompt in their journals.

The next day, a new Orator in each group was chosen by lot . The new Orator selected a favorite portion of the assignment to read aloud. The groups shared what they had written in their journals and discussed the chapter. A newly-selected Scribe lead each group in discussion to identify and record another Observation, Wondering, and Connection. The teacher placed particular emphasis on the Wonderings as the class simultaneously explored the social studies text (see below). Additions were also made to the geographic themes charts. Each group began to read the next assignment silently or with a buddy. This procedure continued until each group finished its book.

When all groups finished their reading and charts, a whole-class discussion took place, and the books were collected and placed in the classroom library for all to select from during leisure-time reading.

On the second day of reading, the teacher introduced the chapter "The Age of Exploration" from the fifth grade text. This chapter includes the following lessons:

Europe In the Age of Exploration

Portuguese and Spanish Exploration

French, Dutch, and English Voyages

The same textbook procedures were followed with this chapter as were

followed with the previous chapter. Working in their literature groups and using all the Language Charts created in previous work sessions, students explored the connection between their trade books' characters and the historical context of the text's events, making notes in their response journals. Pairs within groups worked on individual comprehension questions from the text, sharing their findings with the rest of the class in large group discussions.

Completion of the literature books coincided with completion of the textbook chapter. The culminating activity was the required chapter test consisting of objective and essay questions (Appendix B). The objective portion was a closed book test. The essay portion was open book; and students were permitted to use all books, notes and related materials.

The textbook chapter, "Crisis With Britain," was then taught using the "no literature" methodology described above. The chapter test was administered upon completion of the chapter (Appendix C).

The textbook chapter, "War Breaks Out," was then taught using the literature-enhanced methodology described above. The beginning of Chapter 1 from each of the following books were read aloud for student selection:

> Avi's The Fighting Ground (1984). A powerful story of a boy's experiences during one intense day of the Revolutionary War.
>
> Esther Forbes' America's Paul Revere (1946), the classic children's version of her Pulitzer Prize-winning biography.
>
> Esther Forbes' Johnny Tremain (1943), the Newbery Award-winning fictional biography. A boy participates in events in

Boston that lead to the outbreak of the Revolutionary War.

Jean Fritz's Why Don't You Get A Horse, Sam Adams? (1996), recounting how Sam Adams helped stir up a revolt against the British and finally learned to ride a horse.

Jean Fritz's Will You Sign Here, John Hancock? (1997), a very readable and entertaining account of the writing of the Declaration of Independence.

Elizabeth Levy's If You Were There When They Signed the Constitution (1987), provides background on the delegates and an exploration of the Constitution.

The textbook chapter test was administered at the conclusion of reading the literature selections and the textbook chapter (Appendix D).

After instruction of these four chapters alternating the "traditional" and literature-enhanced methodologies, a survey was administered to all students (Appendix F).

Data Analysis

All 30 response journals from the study class were collected weekly. The teacher responded with comments and suggestions for further thought. One journal per week of six representative sample students were photocopied. Their entries were color coded for categorization, which was based on response journal content. Objective and essay tests were collected and scored upon completion. Test scores were then analyzed as a primary evaluation procedure. Test scores following "traditional" teaching methodologies were compared to test scores following literature-enhanced methodologies for significance using t-tests. An alpha level of .05

was used for the tests. Journal responses from the six representative students were analyzed as a secondary evaluation procedure using the constant comparative system of analysis (Glaser and Straus, 1967). Surveys were also analyzed.

After analyzing these data sources, a determination was made to determine the affect of literature-enhanced social studies instruction on the mastery of grade level expectancies as evidenced by test scores.

Chapter 4

Results

Sufficient results were recorded to analyze the study from three perspectives: test results, student surveys, and student journals.

Chapter Tests

The purpose of this study was to determine if a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores.

Chapter tests (Appendices A-D) were administered at the end of each three week chapter study period. Raw data were recorded (Appendix G) and used to determine means for each test and for tests 1 and 3 combined and 2 and 4 combined: Table 1.

Test Means

$\bar{X}$ test 1:	67
$\bar{X}$ test 2:	63
$\bar{X}$ test 3:	60
$\bar{X}$ test 4:	75
$\bar{X}$ tests 1 and 3:	63.5
$\bar{X}$ tests 2 and 4:	69

Raw data from each test were recorded (Appendices H-K) and used to determine information needed for t-tests. With a sample mean difference of 5.5, standard error of difference of 3.76, and sample size of 30, the observed t-value is 8 and level of significance .01. Using an alpha level of .05, the two means were found to

be significantly different, and the null hypothesis was rejected.

Student Surveys

Students were asked to rank subjects #1 (favorite) through #6 (least favorite) at the end of each three week period (Appendix F). They responded after three weeks of traditional social studies instruction, then after three weeks of instruction featuring the literature-enhanced approach described in Chapter 3. Three more weeks of traditional instruction were followed by the survey, and the students were surveyed a fourth time after a final three weeks of literature-enhanced social studies instruction. After three weeks of traditional social studies instruction, two students indicated social studies was their favorite (#1) subject. After three weeks of a literature-enhanced approach to social studies instruction, four students indicated social studies was their favorite subject. After returning to three weeks of traditional instruction, two students indicated social studies was their favorite subject. After a final three weeks of literature-enhanced instruction, six students listed social studies as their favorite subject.

Fluctuations in numbers of students listing social studies as their 2-5 preferences were smaller. Fifteen students indicated social studies was their least favorite (#6) subject after three weeks of traditional instruction. After three weeks of literature-enhanced instruction, 11 students indicated social studies was their least favorite subject. A return to a traditional approach resulted in 12 students listing social studies as least favorite, and 13 students listed social studies as their least favorite subject after the final three weeks of literature-enhanced instruction.

The 30 students participating in the study were also asked to respond to

statements regarding social studies and reading (Appendix F). Results were tabulated with those responding "strongly agree," "agree," and "somewhat agree" grouped under "general agreement," and "strongly disagree," "disagree," "somewhat disagree" grouped under "general disagreement" (Appendix M).

Excerpting from Appendix M:

Table 2.

"Social studies has been interesting the last three weeks."

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	11	20	13	15
Disagreement	18	10	13	8
No Opinion	1	3	4	7

Eleven students generally agreed that social studies was interesting after three weeks of traditional instruction. That number increased by nine to 20 after three weeks of a literature-enhanced approach, and the number of students generally disagreeing decreased by eight from 18 to 10. One student had no opinion after the first three weeks. Three students had no opinion after the first three weeks, and three students had no opinion after the second three weeks.

Returning to a traditional instruction approach for three weeks resulted in a drop of seven in the number of students generally agreeing, an increase of three generally disagreeing, and increase of one having no opinion. After a final three weeks of literature-enhanced instruction, the number of students generally agreeing rose by two to 15. Five fewer students expressed general disagreement that social studies was

interesting, and a total of seven had no opinion.

Examining the research data from the beginning to the end of the study reveals 11 students initially generally agreeing that social studies is interesting and 15 students generally agreeing at the end. Eighteen initially did not generally agree, with eight disagreeing at the end. One student had no opinion at the beginning and seven students had no opinion at the end.

Excerpting from Appendix M:

Table 3.

"Social studies has been difficult the last three weeks."

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	16	18	16	15
Disagreement	12	11	12	11
No Opinion	2	1	2	4

Sixteen students generally agreed that social studies was difficult after three weeks of traditional instruction. That number increased by two to 18 after three weeks of a literature-enhanced approach, and the number of students generally disagreeing decreased by one from 12 to 11. Two students had no opinion after the first three weeks, and one student had no opinion after the second three weeks.

Returning to a traditional instruction approach for three weeks resulted in a drop of two in the number of students generally agreeing, an increase of one generally disagreeing, and a decrease of one student having no opinion. After a final three weeks of literature-enhanced instruction, the number of students generally

disagreeing decreased by one to 15. One less student did not consider social studies difficult, and a total of four had no opinion.

Examining the research data from the beginning to the end of the study reveals 16 students initially generally agreeing that social studies is difficult and 15 students generally agreeing at the end. Twelve initially did not agree, with the number decreasing by one to 11. Two students had no opinion at the beginning, and four students had no opinion at the end.

Students were also asked for opinions regarding reading. The first three weeks of the research the students read literature selections unrelated to social studies.

Excerpting from Appendix M:

Table 4.

"Reading has been interesting the last three weeks."

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	15	22	26	15
Disagreement	10	5	4	12
No Opinion	5	3	3	3

Fifteen students generally agreed that reading was interesting after three weeks of reading materials unrelated to social studies. That number increased by seven to 22 after three weeks of reading books related to social studies. The number of students disagreeing decreased by five from 10 to five. Five students had no opinion after the first three weeks, and three students had no opinion after the second three weeks.

Returning to a traditional instruction approach with reading materials unrelated to social studies resulted in a further increase of four to 26 students generally agreeing and a decrease of one student disagreeing. The number of students with no opinion remained the same at three. After a final three weeks of literature-enhanced instruction, the number of students generally agreeing decreased by nine to 15, the same number considering reading generally interesting after the first three weeks of research. Eight more students generally disagreed and a total of three had no opinion.

Examining the research data from the beginning to the end of the study reveals the same number of students (15) generally agreeing that reading is interesting. Ten initially did not generally agree that reading was interesting, increasing to 12 disagreeing by the end of the research. Five students had no opinion at the beginning, and three students had no opinion at the end.

Excerpting from Appendix M:

Table 5.

"Reading has been difficult the last three weeks."

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	4	10	1	8
Disagreement	25	17	28	19
No opinion	1	3	1	3

Four students generally agreed that reading was difficult after three weeks of reading materials unrelated to social studies. That number increased by six after three weeks of reading books related to social studies. The number of students

disagreeing decreased by eight from 25 to 17. One person had no opinion after the first three weeks, and three students had no opinion after the second three weeks.

Returning to a traditional approach with reading materials unrelated to social studies resulted in a decrease of nine to one student agreeing and an increase of eleven to 28 students disagreeing. One student had no opinion. After a final three weeks of literature-enhanced instruction, the number of students generally agreeing increased by seven to eight. Nine fewer students disagreed, and two more students had no opinion.

Examining the research data from the beginning to the end of the study reveals the number of students generally agreeing that reading is difficult increasing by four from four to eight. Twenty-five initially did not generally agree that reading is difficult, decreasing to 19 by the end of the research. One student had no opinion at the beginning, and three students had no opinion at the end.

Excerpting from Appendix M:

Table 6.

"I had to study hard to prepare for the social studies test."

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	17	17	14	12
Disagreement	8	10	8	12
No Opinion	5	3	8	6

Seventeen students generally agreed that they had to study hard for the social studies test following three weeks of traditional instruction. Eight disagreed, and five

had no opinion. After three weeks of literature-enhanced instruction, the same number generally agreed they had to study hard, two more disagreed, three had no opinion.

Returning to a traditional approach resulted in 14 students generally agreeing, two less generally disagreeing, and an increase of five having no opinion. After a final three weeks of literature-enhanced instruction, the number of students agreeing increased by four to 12. Two fewer students expressed general disagreement that they had to study hard for the social studies test, and a total of six had no opinion.

Examining the research data from the beginning of the study to the end reveals 17 students initially generally agreeing that they had to study hard for the social studies test and 12 students generally agreeing at the end. Eight students initially did not agree with the number increasing to twelve by the end of the study. Five students had no opinion at the beginning, and six students had no opinion at the end.

After taking each of the two tests following three weeks of literature-enhanced social studies instruction, the students were asked to consider the possibility of too much time and effort being spent on social studies.

Excerpting from Appendix M:

Table 7.

"Reading books about social studies plus studying social studies is too much social studies.

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
Agreement	-	15	-	14
Disagreement	-	12	-	13
No Opinion	-	3	-	3

At the end of the second three weeks (the first time period of literature-enhanced social studies instruction), 15 students generally agreed. By the conclusion of the research, 14 generally agreed. At the end of the second three weeks, 12 generally disagreed. By the conclusion of the research, 13 generally disagreed. Three students had no opinion throughout the twelve weeks.

Journals

Three boys and three girls were selected for constant comparison analysis of their journals. The six were selected based on Terra Nova CTBS scores in reading from 1997. The Santee School District does not administer the social studies section of the standardized test. Students with a wide range of scores were selected in order to have a representative sample to examine. In order to preserve confidentiality, fictitious names were assigned these students:

Name	Score
Amanda	99
John	91
Danielle	81
Alexis	63
Jeff	49
Matt	38

Common themes emerged from students' responses to Kelly and Farnan's (1991) prompts and their general thoughts and comments. The following themes naturally emerged:

- Connections between reading and social studies

- Difficulty and enjoyment of social studies
- Difficulty and enjoyment of reading
- Author appreciation
- Tests

No prompts were specifically designed to elicit responses related to tests, but students' natural concern about these evaluation devices produced many unsolicited comments. For a theme to be selected for analysis, at least four students needed to write comments pertaining to that theme. For clarity, spelling errors were corrected, but grammar and structural errors were left intact.

Connections between reading and social studies

"It feels like I know the famous people in the (social studies) book now because of reading about them in my reading book." (Amanda)

"I would like to be Paul Revere because I like what he did in the history of our country and I like the way he is in my reading book." (John)

"Because my book is funny, it makes history fun and more real." (Amanda)

"My favorite character is Christopher Columbus' son Fernando because I didn't know he had a son Fernando and now I think Columbus was a real person because he was a father, but I wonder if he had a daughter and if he took her on any trips." (Danielle)

"Sometimes when I'm reading I get mixed up about who is real and who is fake because one's a true story, but it's fun." (Alexis)

"It makes me really think about the Indians Columbus found when I read about the Taino Indians because the book doesn't say a lot about the Indians. They were

nice and now they're all killed and it makes me mad at Columbus. But maybe he didn't mean to kill them or maybe his men did it because the (social studies) book doesn't say it." (Alexis)

"It says in the (social studies) book about how young boys had to fight and when I read the Avi book I really know that young boys fought and I can read how they feel." (Jeff)

"You don't think too much about the famous Revolution people except when you have to study them. When you read about them in a fiction book it makes them more real. That's kind of funny!" (Amanda)

"My best character is Pedro because he is not in the history book and it would be better with him in the book." (Matt)

"It's good because the people in our social studies book are not really like the ones in the reading book and so it makes it interesting." (Danielle)

Difficulty and enjoyment of social studies

"Social studies isn't too bad and I am going to try hard to do good this year because it is hard. You make it fun with your sense of humor, but it is still hard. I can usually find the right answers, but sometimes I'm not sure." (Amanda)

"This is really cool. You let us choose our books so I chose the one about the Jews. It's hard, but I'm good at reading. I kind of like spending more time on social studies because now I'm not so afraid of it. I like my reading book, even if it is hard and there's lots of interesting stuff in the reading book that isn't in the social studies book. When do we have to stop reading the books? Can we read another one if we finish this one?" (Amanda)

"I wish we had another good book to read with social studies. I liked making the charts and everything and now social studies seems hard again, but I'm going to try harder. I'm going to like it when we get to choose a book again. The reading is easier now, but I still miss the way we did it before." (Danielle)

"I chose an easier book than the one about the Jews and I'm kind of glad because now I'm not as worried about if I can understand it and the social studies book is more interesting. I think it's more interesting because now I'm smarter and I know how to find the answers better. I like the social studies almost as much as reading." (Amanda)

"This (social studies) is my worst subject because it's easy to miss a lot. It's the only thing that can keep me from getting straight A's. It should be better when we can use our books on part of the test. Mr. Kaye (last year's teacher) didn't give us too many tests so I don't know how hard it will be." (John)

"I like not reading a history book for reading, but I did real good on the test. If I do good on the test do I have to read another history book?" (John)

"Johnny Tremain is pretty good, but it's pretty boring. I think it's because it's so old. It's good because the people in our social studies book are not really like the ones in the reading book and it makes it interesting." (Danielle)

"I like social studies okay sometimes, but I get confused and I don't know if I should ask you or not. Maybe when I read more and better I can get it better and then I'll do better." (Alexis)

"Social studies is hard to me." (Jeff)

"Social studies is dumb because it won't help me anytime in my real job. I try to

do good. I try to do social studies. My dad helps me." (Matt)

Difficulty and enjoyment of reading

"I like my book, even if it is hard." (Amanda)

"The reading is easier now, but I still miss the way we did it before." (Amanda)

"I chose an easier book than the one about the Jews and I'm kind of glad because now I'm not so worried about if I can understand it and the social studies book is more interesting." (Amanda)

"Johnny Tremain is pretty good, but it's pretty boring. I think it's because it's so old." (Danielle)

"I really like reading, but I think it kind of wrecks reading when we have to have it with social studies." (John)

"It's not fair when you put my favorite subject and the one I don't like together. It ruins reading even if I don't get A's." (Jeff)

"You let me choose an easy book so maybe I can do good. Can I do good if I read an easy book? Will I have to read a hard book next time?" (Matt)

Author appreciation

"I decided to write about how I feel about the author. I didn't know how smart you have to be to write a book about history. I guess I really appreciate him because he has to be so smart and know a lot. I would like to be a writer, but I don't know if I would like to write about history. I don't know." (Amanda)

"My author wrote other books about history too and all of the books are funny. So she must like history and thinks it's funny. I don't think history is funny yet. Maybe when I read some more I will think history is funny." (John)

"Esther Forbes won a lot of awards for her boring books. I think if I was in junior high school I would like her books but I'm not so it makes me unhappy in reading but just a little bit because its not so bad when I can read the same book as my friends and be in their group." (Danielle)

"My author was special because of all the pictures in the book. This made the book more colorful and fun to read." (Jeff)

Tests

"I'm glad you made all of us write about the tests at the end because I think I have a good idea. I think we shouldn't have tests when we do the reading about social studies for our reading. It's so much work to do when we read about history so I think that's fair. I think we should vote on it." (Amanda)

"Well, the tests scared me because we didn't have a lot of tests in fourth grade. I did real good on the first test, but then I did really really good on two more so now I'm not scared. I think I like what the reading helped me do on the tests. I think it really helped me on the essay part of the tests because I could think of more things to say." (John)

"I can't believe I got the best grade on the test. I think I know how to take the tests good now, but I don't think we have to read history books anymore." (Danielle)

"I studied hard on the tests, but if we read our books about history it was like my head was full of history so it made it easier to study for the test. I forgot how I did on one test, but I think I did good when I read books about history. I think we should vote and I think we should be able to read books if we want to but not everyone." (Alexis)

"We should have more extra credit things so we can mess up on a test and not

get a really bad grade. We can do good on our social studies book questions, but it doesn't matter when we mess up on the test." (Jeff)

"The tests were too hard." (Matt)

Chapter 5

Discussion and Conclusions

Test Results

The purpose of this study was to determine if a literature-enhanced social studies program improves mastery of grade level expectancies as evidenced by test scores. With t-test results indicating a significance of $p. < .01$, it can be stated with 99% confidence that the improvement in test scores did not occur by chance. Although letter grades *per se* were not considered as a formal ingredient of this study, it should be noted that the number of students earning an "A" grade on the social studies test increased from one to eight over the course of the study (Appendix N). Examining the number of students whose performance was average ("C") or above, those numbers increased from 12 to 21 and those who performed below average decreased from 18 to nine.

Surveys

Recognizing a possible link between student attitude and performance, a survey was administered at the end of each three week period (Appendix F). The results of these surveys indicate half of the class placing social studies last on their subject preference list at the end of the first three weeks. Over the course of the study, there was little fluctuation, with 13 students still listing social studies as their least favorite subject by the end of the study. Although test scores improved, the large number of students disaffected with social studies changed little. A small number of students who initially ranked social studies second, third, or fourth had an improved opinion of social studies by the end of the study with six students listing social studies

as their favorite subject.

To elicit more specific student response, students were asked to indicate their interest levels in social studies and reading as well as their opinion on the difficulty of these subjects. Students were also asked to respond to a statement dealing with the possibility of textbook social studies and literature-enhanced social studies representing too much time spent on social studies. The statements used on the survey were derived from comments made by students in their journals.

The last statement (#6), which deals with the amount of attention afforded social studies under a literature-enhanced approach, produced a strong agreement response throughout the twelve weeks of the study. Although nearly half disagreed, the number of students expressing negative feelings about social studies, coupled with the number of students who continued to list social studies as their least favorite subject, reveals strong negative feelings barely influenced by test score improvement. The statements regarding social studies being interesting or difficult must be examined in relationship to the responses to statement #6. Responses to statements #1 and #2 indicate the students found social studies to be more interesting and somewhat less difficult under a literature-enhanced approach, but half still considered studying social studies and reading books about social studies to be too much social studies. There was even agreement and disagreement by the end of the study (12-12) on statement #5 about the necessity of studying hard for the social studies test.

Journals

Of the six students selected for journal analysis, only Amanda, the student with the highest Terra Nova reading test score, remained generally positive and

enthusiastic throughout the study. The most positive comments were made concerning connections drawn between the reading selections and the social studies text. The five students who made comments related to the connections theme made a total of six comments pointing out the similarities between what they read. All the comments were positive. Three positive comments pointed out the extra information the students derived from their reading book that was not available to them in the social studies text.

The students differed on the difficulty and enjoyment of social studies. Only Amanda remained positive and enthusiastic throughout the study, missing the history themed reading books when social studies was taught in a traditional manner. The two students scoring lowest on the Terra Nova test, Jeff and Matt, had no positive comments about social studies, and the other students found the subject difficult or boring. John had mixed feelings, recognizing that he performed better on the test after being taught using the literature-enhanced approach, but attempting to negotiate exemption from reading more based on good test scores. Journal entries generally supported student survey data.

Although most students continued to enjoy reading throughout the study, two of those whose journals were analyzed cited an unwelcome intrusion of disliked social studies into reading, a subject they ordinarily enjoyed. Two recognized a key ingredient of a literature-enhanced approach: providing books of varied reading levels and allowing students to select books so that students of lower reading ability had the opportunity to be successful. Journal entries generally supported student survey data.

Four of the six students whose journals were selected for analysis responded to

a prompt regarding authors. Three of those four made comments illustrating their respect and admiration for the intelligence and talent of an author. One student felt her author wrote boring books, but allowed her the benefit of the doubt by admitting she might have liked the book better had she been an older student.

All six students responded to a required prompt regarding the tests. They were asked to write their feelings at the conclusion of the study. There was a begrudging consensus admission of the benefit of reading books about history, but comments were also made suggesting ways to obtain exemption from taking further tests or from reading more books about history.

Summary

Employing a literature-enhanced approach to social studies instruction may result in higher test scores, but student reaction was generally unenthusiastic as evidenced by survey and journal responses. Students of all ability levels expressed such a strong aversion to social studies at the beginning of the study, it may have been difficult for them to significantly overcome this aversion over a period of just a few months. It is also possible that they were unable to recognize a connection between their improved test results and the incorporation of literature into the social studies program. It is further possible that students did not consider that improvement to be significant. A continuation of the study for the remainder of the year would be necessary to determine if test scores would continue to remain high using a program not supported by the students.

Recommendations for Further Study

The chapter tests from the social studies text are divided into an objective

section and an essay section. Test scores could be examined by section to determine if a literature-enhanced approach improved scores on an objective test and if such an approach resulted in improved essay responses.

Positive test improvement results were offset by student attitudes as evidenced by surveys and journal responses. The study allowed students to experience periods of time when they were not required to read books with historical themes. Repeating the study with another group of students for an entire year would reveal if test scores would continue to show improvement over an extended period of time. Another study possibility would be to teach a class all year only using a literature-enhanced approach, comparing them to a similar class taught only using traditional methods.

The disparity between test performance improvement and a lack of attitude improvement as indicated in the Survey section of this chapter indicates the need for further attitudinal research. A factor not considered in this study which may influence student attitude is the very nature of social studies evaluation methods. In spite of recent emphasis on deeper understanding in all subject areas, social studies remains the subject that requires the most information retrieval and interpretation skills. A student's need for the security of "right" answers can be threatened in social studies, resulting in a negative attitude towards the subject. Even when subjective answers are required, the student must read material and make interpretations and evaluations whose validity is only confirmed when the teacher corrects the assignment or test. Although alternative instructional methods may result in higher test scores, students may still regard these methods negatively if they perceive time spent on social studies to be increased.

Factors not considered could be examined and factored into continued study:

•Test results for the rest of the year could be evaluated and compared to the existing study's data to determine if test scores would have improved based on students' improved test-taking skills.

•Content of chapters could be examined to check for possible correlation between content of chapters and chapter test scores.

•Students could be given similar group activities to those provided during literature-enhanced instruction, but without that instruction to determine the effect of group activities and study on test scores.

•Improvement of test taking skills, i.e., would test scores have improved as the year progressed regardless of instructional techniques?

•Interest level of the units, i.e., did more "exciting" chapters (wars, ethnic tensions, etc.) result in better test scores than more expository chapters?

•Effect of group activities, i.e., would improvement in test scores have occurred if students were given the same group study experiences without the history-based reading selections?

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Appendix A

Test

A Nation of Many Peoples

PART ONE

A. Write the letter of the best answer.

_____ 1. Which of the following is most responsible for New Orleans's development as a diverse society?

a. the Pacific Ocean
b. the Mississippi River
c. the Appalachian Mountains

_____ 2. Creoles are a good example of the diversity of New Orleans because

a. they are immigrants.
b. they themselves have a mixed background.
c. they are part of the history of the city.

_____ 3. The percentage of Americans whose ancestors were immigrants is

a. about 25%.
b. about 50%.
c. 100%.

_____ 4. What made the Galarza family's immigration different from the immigrations of Europeans and Asians?

a. the reasons that they came
b. the means of transportation that they used
c. the kind of neighborhood in which they settled

_____ 5. When Ernesto Galarza first arrived in the United States, he was surprised by his neighborhood's

a. wealth. b. danger. c. diversity.

_____ 6. What is a common problem that immigrants to the United States face?

a. not understanding American ways
b. not finding others that are like them
c. not being allowed to take part in American customs

_____ 7. A person is most likely to find very diverse cultures in

a. cities. b. small towns. c. farming communities.

Name _____ Date _____

B. Each of the quotations below is followed by a group of statements. Write *T* if the statement is true. Write *F* if it is false.

This quotation describes a voyage of immigrants to America.

"At length, when, after a long and tedious voyage, the ships came in sight of land. . . all creep from below on deck to see the land from afar, and they weep for joy, and pray and sing, thanking and praising God."

_____ 8. The conditions on this ship were probably very uncomfortable.

_____ 9. The people on this ship probably looked forward to their new lives in America.

_____ 10. The people on this ship probably gave up all of their cultural values once they landed in America.

This quotation describes the feelings of a Chinese woman who grew up in America.

"I thought of myself as multicultural. I preferred tacos to egg rolls; I enjoyed Cinco de Mayo [a Mexican celebration] more than Chinese New Year. At last I was one of you; I wasn't one of them.
"Sadly, I still am."

_____ 11. Someone who is multicultural has the values of more than one culture.

_____ 12. While she was growing up, the writer tried to fit into American culture.

_____ 13. The writer is glad that she was able to lose her cultural identity as a Chinese person.

C. Write the letter of the best answer.

_____ 14. What makes America a **pluralistic** country?

a. the way its presidents are elected
b. the many backgrounds of its citizens
c. its location on the continent of North America

_____ 15. Which of the following describes an **immigrant**?

a. a German who owns land in the United States
b. a German who visits the United States on vacation
c. a German who permanently moves to the United States

_____ 16. Think about yourself, your mother, and your grandmother. Who is a **descendant** of the other two?

a. you
b. your mother
c. your grandmother

_____ 17. Which of the following is an **ethnic custom** in America?

a. eating turkey on Thanksgiving
b. eating lasagna on Thanksgiving
c. getting together with relatives on Thanksgiving

_____ 18. Which of the following is the kind of statement that indicates that the speaker is **prejudiced**?

a. "You can't judge a book by its cover."
b. "If you've seen one teenager, you've seen them all."
c. "You can't really understand a person until you've walked a mile in his or her shoes."

D. Read the part of an encyclopedia article about San Francisco, below, and then answer the questions that follow it.

San Francisco is a port city in California. It is located on a bay that is actually a drowned valley. Numerous bridges, for automobiles and railroad trains, cross the bay. The most famous of these is the Golden Gate Bridge. Within the bay there are several islands, including the island of Alcatraz. A large federal prison, which has become famous in films and literature, was once located on Alcatraz.

The climate of San Francisco is mild and cool. Temperatures vary little in San Francisco. It is almost always somewhere between 56 and 62 degrees Fahrenheit--jacket weather.

San Francisco is a culturally varied city. There are large Asian and Italian populations, which give the city interesting neighborhoods and architecture.

_____ 19. The "related articles" at the end of this encyclopedia article would most probably list

a. "California."
b. "Film-making."
c. "Prison reform."

_____ 20. Which of the following is probably most uncommon in San Francisco?

a. snow
b. fresh seafood
c. ethnic celebrations

Name _____ Date _____

PART TWO

Answer the following questions.

1. What are two things that you can learn about immigrants from the story of Ernesto Galarza?

_____

_____

_____

2. What are two reasons that immigrants might want to come to America?

_____

_____

3. What is one way that America benefits from pluralism? Why is this a benefit?

_____

_____

4. What is one challenge brought about by American pluralism? Why is this a challenge?

_____

_____

Answer the following question on the back or on another sheet of paper. Use complete sentences.

5. Why are cooperation and the willingness to understand others so important to the success of America as a nation?

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Appendix B

Test

The Age of Exploration

PART ONE

A. Match each of the events or discoveries below with its most direct result.

a. European involvement in the Crusades

b. the triangular lateen sail and rudder

c. the cross-staff

d. Cortes's march in search of gold and riches

e. the search for a sea route to Asia

_____ 1. the ability to steer a ship without oarsmen

_____ 2. a growing desire for goods from Asia

_____ 3. the destruction of the Aztec empire

_____ 4. Columbus's discovery of a new continent

_____ 5. more accurate readings of a ship's location

B. Write the letter of the best answer.

_____ 6. Which of the following was *not* something that European explorers wanted during the 1400s and 1500s?

a. to claim new lands
b. to spread Christianity
c. to get religious freedom
d. to get products from Asia

_____ 7. Which of the following was a belief of Columbus's that was later proved to be true?

a. He had found a sea route to Asia.
b. He had explored the coast of China.
c. It is possible to get to the East by first sailing west.
d. The shortest route from Europe to Asia is across the Atlantic.

Name _____ Date _____

_____ 8. Which European nation claimed the most land in South America?

a. Spain
b. France
c. England
d. Portugal

_____ 9. The East India Trading Company was owned by the

a. Dutch.
b. French.
c. Indians.
d. English.

C. If the statement is true, write "true" on the line below it. If it is false, change the word in dark type to make the statement true.

Example: The rulers of **Spain** gave Columbus the money to sail.

true

The first European to sail to India was **Cortés**.

Da Gama

10. Explorers searched for the Northwest Passage, which they thought would provide a way to travel by **land** through North America.

_____

11. Advances in navigation made it less likely that sailors would get **sick** while at sea.

_____

12. A journey or voyage of exploration is called an **expedition**.

_____

13. **Scurvy** is an example of a contagious disease.

_____

14. Both Spain and France explored the Americas, but **France** established the most colonies there.

_____

Name _____ Date _____

15. Knowledge used for making things, such as better ships, is called technology.

_____

D. Use the following map that shows Columbus's first voyage to help you answer the questions below.

Fill in each blank with the name of a place or with a cardinal or intermediate direction.

16. In 1492, Columbus set sail, hoping to reach _____, which other travelers had reached by traveling by land towards the _____.

17. First he sailed _____ to the Canary Islands, which are located off the coast of _____.

18. Then he sailed _____ across the _____ Ocean.

19. He landed on an island that is _____ of what is now the United States.

Name _____ Date _____

PART TWO

Answer the following questions.

1. How did the Crusades lead to the European Age of Exploration?

2. How was Columbus a failure? How was he a success?

3. What effects did European exploration and settlement have on the Indians of North and South America?

4. One of the major reasons for European exploration was to increase trade, but Spain's goal changed to expansion. How is trade different from expansion?

Answer the following question on the back or on another sheet of paper. Use complete sentences.

5. Columbus, an Italian, claimed land for Spain. Verrazano, also Italian, was hired by the king of France. An Englishman, Henry Hudson, explored for a Dutch company. Why might someone help a country other than his own in this way? Was love of their countries a strong reason for most explorers' actions? Explain your answer.

Appendix C

Name _____ Date _____

Test

Crisis with Britain

PART ONE

A. If the statement gives a reason that the colonists felt divided from each other, write *D*. If it describes why the colonists were loyal to Britain, write *L*.

_____ 1. The colonists spoke many languages.

_____ 2. The colonists thought of themselves as New Yorkers or Virginians, not Americans.

_____ 3. The colonists prospered from trade.

_____ 4. The colonists practiced many religions.

_____ 5. The colonists were protected from the Indians.

B. Write the letter of the best answer.

_____ 6. The Seven Years' War in North America was fought to control the

a. land.
b. Indians.
c. colonists.

_____ 7. Which of the following was *not* a result of the Seven Years' War?

a. Great Britain needed money to pay back its loans.
b. Britain gained France's land east of the Mississippi River.
c. Colonists were allowed to settle west of the Appalachian Mountains.

_____ 8. Why did Great Britain need more troops in North America right after the Seven Years' War than before?

a. The Indians were more powerful.
b. The colonists were eager for independence.
c. The land Great Britain controlled was much larger.

Name _____ Date _____

_____ 9. The Stamp Act was a tax on

a. income.
b. postage.
c. printed matter.

_____ 10. Which of the following was a result of the Stamp Act?

a. Smuggling increased.
b. The British raised a great deal of money.
c. The Sons of Liberty and Daughters of Liberty were formed.

_____ 11. What was the *main* result of the Stamp Act, the Boston Massacre, and the Intolerable Acts?

a. Boston's harbor was closed.
b. The colonists grew closer together.
c. Britain gained the colonists' respect.

_____ 12. Who said, "Give me liberty, or give me death"?

a. Patrick Henry
b. Crispus Attucks
c. George Washington

C. Match each term with its description.

a. assembly	e. repeal
b. boycott	f. salutary neglect
c. import	g. politics
d. propaganda	h. veto

_____ 13. A colonial governor could do this to acts that elected citizens passed to keep the acts from becoming laws.

_____ 14. An example of this in the colonies was molasses.

_____ 15. The British Parliament did this to the Sugar Act, the Stamp Act and the Townshend Duties when they were unsuccessful.

_____ 16. This is what the colonists agreed to do to some British goods as a kind of protest.

_____ 17. An example of this is the name "The Boston Massacre."

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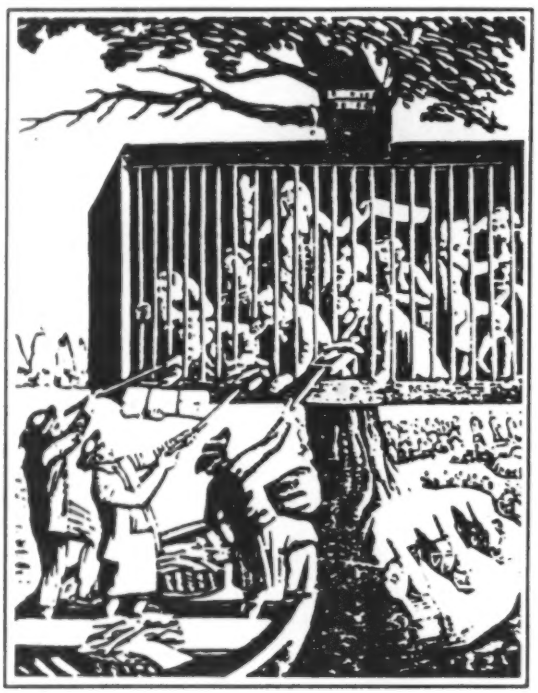
Name _____ Date _____

_____ 18. When this policy ended, trouble with Britain began.

_____ 19. Someone who understands this understands how governments act.

_____ 20. This was an elected group of colonists who made laws.

D. Use the cartoon on the right to help you answer the questions below.



Write the letter of the best answer.

_____ 21. The people in the cage represent

a. all American colonists.
b. the people of Boston.
c. the people of Virginia.
d. the lawbreakers who took part in the Boston Tea Party.

_____ 22. The people shown in the cage felt helpless because

a. Boston Harbor had been closed.
b. the Indians were taking their land.
c. they were in jail for breaking the law.
d. they could not cross the Appalachian Mountains.

_____ 23. The people handing fish up to the caged people represent

a. British soldiers.
b. British tax collectors.
c. prison guards bringing food.
d. people from other colonies bringing supplies.

_____ 24. The cartoonist drew this cartoon in order to

a. make fun of the colonists.
b. make people fear the colonists.
c. show pity for the colonists.
d. show respect for the colonists.

Name _____ Date _____

PART TWO

Answer the following questions.

1. Why did the colonists like Britain's policy of salutary neglect?

_____

_____

2. What was one way the colonies benefited from the Seven Years' War?

_____

_____

3. Why did colonial newspapers refer to the event in Boston as "The Boston Massacre"?

_____

_____

4. How did the colonists' attitude toward Great Britain change between 1750 and 1774?

_____

_____

_____

Answer the following question on the back or on another sheet of paper. Use complete sentences.

5. What was Britain's main purpose in passing the Sugar Act, Stamp Act, and Townshend Duties? Why did the colonists react the way they did? Would it be right for Americans today to refuse to obey similar laws passed by the government? Explain.

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Appendix D

Test

War Breaks Out

PART ONE

A. Write the letter of the best answer.

_____ 1. The American Revolution began in the colony of

a. Virginia.
b. New York.
c. Pennsylvania.
d. Massachusetts.

_____ 2. Which group was *not* part of the American forces during the American Revolution?

a. Tories
b. militiamen
c. free blacks
d. the Continental Army

_____ 3. The Olive Branch Petition was an effort by the colonists to

a. set up a new republic.
b. avoid war with England.
c. declare independence from England.
d. make peace with the Iroquois Indians.

_____ 4. The French decided to help the Americans in the war when it seemed that

a. the Americans could actually win.
b. the Americans would surely lose without help.
c. the Indians were going to help the British.
d. the Indians were going to help the Americans.

_____ 5. During the American Revolution, women did all of the following *except*

a. go into battle.
b. elect representatives.
c. run farms or businesses.
d. manage the family's money.

Name _____ Date _____

_____ 6. Which of the following was *not* a cause of America's economic problems during the war?

a. Prices for goods rose.
b. There were not enough supplies.
c. The army bought many supplies for soldiers.
d. The soldiers were given expensive uniforms and housing.

B. **Write *T* if the person is matched correctly with something he or she did. Write *F* if the person is not.**

_____ 7. Thomas Jefferson—wrote the Declaration of Independence

_____ 8. Abigail Adams—fought next to her husband

_____ 9. George Washington—commanded soldiers at Valley Forge

_____ 10. Lord Cornwallis—surrendered at Yorktown

_____ 11. John Burgoyne—wrote *Common Sense*

_____ 12. Deborah Sampson—fought disguised as a man

C. **Write the letter of the correct answer.**

_____ 13. A **civilian** is someone who is not a

a. citizen.
b. soldier.

_____ 14. The **militia** was made up of

a. full-time soldiers.
b. part-time volunteers.

_____ 15. **Loyalists** were people who were loyal to

a. England.
b. the United States.

_____ 16. In the Declaration of Independence, the words **"created equal"** mean that all citizens

a. are the same in every way.
b. should have the same rights.

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Name _____ Date _____

_____ 17. **A constitution is a plan of**

a. government.
b. revolution.

D. Complete the outline with items from the list below.

Women	Thomas Paine	Abigail Adams
Lord Cornwallis	George Washington	British Leaders

Important People in the American Revolution

I. Writers

A. _____

B. Thomas Jefferson

II. Military Leaders

A. American Leaders

1. Horatio Gates

2. _____

B. _____

1. Thomas Gage

2. John Burgoyne

3. _____

III. _____

A. Margaret Corbin

B. Deborah Sampson

C. _____

Name _____ Date _____

PART TWO

Answer the following questions.

1. How did the experience and supplies of the British and American soldiers compare?

_____

_____

2. Choose one of the following groups and tell what effect the American Revolution had on members of that group.

women
Loyalists
Indians who fought for Britain
slaves who fought for Britain

_____

_____

_____

3. What did the Americans gain from the peace treaty that ended the American Revolution?

_____

_____

Answer the following question on the back or on another sheet of paper. Use complete sentences.

4. The American Revolution was not fought for control of land but for democratic ideas. What were the ideas that made American soldiers and civilians face the powerful British and put up with so many hardships?

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Appendix E

Santee School District

"WHERE YOUNG MINDS MEET OPEN DOORS"

GRADE LEVEL EXPECTANCIES
FIFTH GRADE

History/Social Sciences

- **Expresses an awareness that people who explored and settled the United States came from many different heritages**
- **Understands that the Declaration of Independence represents the colonists' ideals and principles about rights and government**
- **Identifies the unique physical features and natural resources of the regions of the United States**
- **Recognizes various reasons for migration to and within the United States**
- **Gathers and presents information from a variety of sources**
- **Analyzes the effect that the democratic process had on the development of the United States Constitution**
- **Interprets information from charts, graphs, timelines, etc.**

BOARD OF EDUCATION: Cathy Abel, Dianne El-Hajj, Julie McIntosh, Sandy Pugliese, Barbara Ryan
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Appendix F

Name _____

Survey

Over the last three weeks, what have been your favorite academic subjects? List them in order of preference. Subjects are: English/Writing, Math, Reading, Science, Social Studies, Spelling.

#1_____

#2_____

#3_____

#4_____

#5_____

#6_____

Respond to the following statements using the following number system:

1: strongly agree 2: agree 3: somewhat agree
4: no opinion 5: somewhat disagree 6: disagree
7: strongly disagree

_____ Social studies has been interesting the last three weeks.

_____ Social studies has been difficult the last three weeks.

_____ Reading has been interesting the last three weeks.

_____ Reading has been difficult the last three weeks.

_____ I had to study hard to prepare for the social studies test.

_____ Reading books about social studies plus studying social studies i s too much social studies.

Appendix G

Test Scores

Test 1	Test 2	Test 3	Test 4
92	94	85	98
86	90	84	98
86	86	83	93
86	84	81	92
79	82	78	91
78	80	74	91
76	78	73	89
76	76	71	89
76	73	68	86
71	71	64	85
70	71	63	84
69	69	63	84
67	67	60	82
67	67	60	77
67	67	60	76
67	65	59	74
66	65	58	73
66	59	58	73
66	57	56	70
65	49	55	69
64	49	53	69
60	47	49	66
59	47	47	65
59	45	47	64
59	45	47	58
53	41	42	58
52	41	41	55
50	41	41	49
47	41	38	48
42	37	37	48
$\bar{X} = 67$	$\bar{X} = 63$	$\bar{X} = 60$	$\bar{X} = 75$

Appendix H

Test 1 Data

	X	x	x^2
	92	25	625
	86	19	361
	86	19	361
	86	19	361
1st σ = 79	79	12	144
	78	11	121
	76	9	81
	76	9	81
	76	9	81
	71	4	16
	70	3	9
	69	2	4
$\bar{X}$ = 67	67	0	0
	67	0	0
	67	0	0
	66	-1	1
	66	-1	1
	66	-1	1
	65	-2	4
	64	-3	9
	60	-7	49
	69	-8	64
	59	-8	64
	59	-8	64
1st σ = 55			
	53	-14	196
	52	-15	225
	50	-17	289
	47	-20	400
	42	-25	625

σ = 12

Appendix I

Test 2 Data

	X	x	x^2
	94	31	961
	90	27	729
	86	23	529
	84	21	441
	82	19	361
1st σ = 80	80	17	289
	78	15	225
	76	13	169
	73	10	100
	71	8	64
	71	8	64
	69	6	36
	67	4	16
	67	4	16
	67	4	16
	65	2	4
	65	2	4
$\bar{X}$ = 63			
	59	-4	16
	57	-6	36
	49	-14	196
	49	-14	196
	47	-16	256
	47	-16	256
1st σ = 46			
	45	-18	324
	45	-18	324
	41	-22	484
	41	-22	484
	41	-22	484
	41	-22	484
	37	-26	676

σ = 17

Appendix J

Test 3 Data

	X	x	x^2
	85	23	529
	84	22	484
	83	21	441
	81	19	361
	78	16	256
1st $\sigma = 74$	74	12	144
	73	11	121
	71	9	81
	68	6	36
	64	2	4
	63	1	1
	63	1	1
$\bar{X} = 60$	60	-2	4
	60	-2	4
	60	-2	4
	59	-3	9
	58	-4	16
	58	-4	16
	56	-6	36
	55	-7	49
	53	-8	64
	49	-13	169
	47	-15	225
	47	-15	225
	47	-15	225
1st $\sigma = 46$			
	42	-20	400
	41	-21	441
	41	-21	441
	38	-23	529
	37	-24	576

$\sigma = 14$

Appendix K

Test 4 Data

	X	x	x^2
	98	23	529
	98	23	529
	93	18	324
	92	17	289
	91	16	256
	91	16	256
1st σ = 90			
	89	14	196
	89	14	196
	86	11	121
	85	10	100
	84	9	81
	84	9	81
	82	7	49
	77	2	4
	76	1	1
$\bar{X}$ = 75			
	74	-1	1
	73	-2	4
	73	-2	4
	70	-5	25
	69	-6	36
	69	-6	36
	66	-9	81
	65	-10	100
	64	-11	121
1st σ = 60			
	58	-17	289
	58	-17	289
	55	-20	400
	49	-26	676
	48	-27	729
	48	-27	729

σ = 15

Appendix L

Social Studies Preference Ranking

Social studies as:	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
1st (favorite)	2	4	2	6
2nd	2	2	2	0
3rd	2	1	3	2
4th	2	5	2	3
5th	7	7	9	6
6th (least favorite)	15	11	12	13

Appendix M

Survey Statement Results

Statement #1: Social studies has been interesting the last three weeks.

Statement #2: Social studies has been difficult the last three weeks.

Statement #3: Reading has been interesting the last three weeks.

Statement #4: Reading has been difficult the last three weeks.

Statement #5: I had to study hard to prepare for the social studies test.

Statement #6: Reading books about social studies plus studying social studies is too much social studies.

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
#1				
Agreement	11	20	13	15
Disagreement	18	10	13	8
No Opinion	1	3	4	7
#2				
Agreement	16	18	16	15
Disagreement	12	11	12	11
No Opinion	2	1	2	4
#3				
Agreement	15	22	26	15
Disagreement	10	5	4	12
No Opinion	5	3	3	3

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
#4				
Agreement	4	10	1	8
Disagreement	25	17	28	19
No Opinion	1	3	1	3
#5				
Agreement	17	17	14	12
Disagreement	8	10	8	12
No Opinion	5	3	8	6
#6				
Agreement	-	15	-	14
Disagreement	-	12	-	13
No Opinion	-	3	-	3

Appendix N

Letter Grades

Grades based on:

88-100	"A"
78-87	"B"
68-77	"C"
58-67	"D"
Below 57	"F"

	1st three weeks traditional	2nd three weeks lit.-enhanced	3rd three weeks traditional	4th three weeks lit.-enhanced
"A"	1	2	0	8
"B"	5	5	5	5
"C"	13	5	4	8
"D"	13	6	9	5
"F"	5	12	12	4
Average or better	12	12	9	21
Below average	18	18	21	9

Appendix O

Reading Selections

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